



Business & Social Science  
IJRBS

## Research in Business & Social Science

IJRBS VOL 10 NO 3 ISSN: 2147-4478

Available online at [www.ssbfn.net](http://www.ssbfn.net)

Journal homepage: <https://www.ssbfn.net/ojs/index.php/ijrbs>

# SVD educational institutions' organizational culture and its integration to the human resources practices

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### ARTICLE INFO

#### Article history:

Received 12 March 2021

Received in rev. form 10 April 2021

Accepted 12 April 2021

#### Keywords:

Organizational Culture, Human  
Resource Practices, Values, SVD

JEL Classification:  
O15, P36

### ABSTRACT

*The objective of this research is to determine the level of integration of 3 values namely integrity, commitment and corporate social responsibility which are part of SVD's organizational culture to its 3 human resource activities namely hiring, training & development, and compensation and benefits. The respondents of this research were employees of Divine Word College academic institutions located in different areas in the Philippines. A self-made questionnaire that was subjected to validity and reliability tests was distributed online and 405 questionnaires were retrieved. The collected data were processed and analyzed using SPSS 22.0. Results show that the 3 values are integrated into the 3 major human resource activities such that integrity, commitment, and corporate social responsibility are integrated into the hiring, training & development, and compensation and benefits.*

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## Introduction

There had been inquiries about the importance of integrating organizational culture to the different human resource practices of organizations. While it can be a major challenge to integrate culture to HR practices, it must be stated that culture drives the organization to success. Aside from culture being driver to success, culture also defines the kind of organization and the values it espouses. It is like putting a brand to the organization. Thus, as a major factor to organizational success, aligning strategies and decision-making with cultural ideals is necessary.

However, organizational culture is not static though it may last for long (Sanjaya, 2019). These characteristics of culture compel organizations to constantly revisit their values and norms so that when new organizational culture brought by the rapidly changing environments emerged, it can be adapted as this may affect the operations of the organization. The concepts of organizational culture have been applied to various settings, including education. The construct had been utilized in studies involving public and private universities. However, based on the reviews of related studies, no study yet has been made relating organizational culture to human resource practice and policies of Catholic educational institutions in the Philippines. This study will therefore fill this gap in the organizational culture, HR practices, and HR policy literature by investigating how the Society of Divine Word (SVD) educational institutions can integrate the organizational culture and human resources activities or practices toward institutionalizing their human resource policies. This study intends to explore the culture of SVD educational institutions and to evaluate the extent of integration of organizational culture and human resource practices of SVD educational institutions.

Globalization intensifies the worldwide competition; sparing no one, even educational institutions. As a result, universities and colleges find ways to stay relevant and innovative. Educational institutions searched for a reputation that is appealing in the eyes of their stakeholders. Organizational identity is the key in molding this reputation. To achieve the desired organizational culture in

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<https://doi.org/10.20525/ijrbs.v10i3.1114>

which values and norms are shared by all employees at all levels of management, top management should clearly identify its distinct characteristics.

Divine Word Educational Association (DWEA) is composed of all the SVD educational institutions within the Philippines. The association has vision, mission, goals (VMG) and core values where members' institutions VMG and core values are anchored. The DWEA VMG and core values were last updated in 2006 (Personal Communication). Since then, new organizational culture, if ever surfaced, has not been explicitly incorporated to the existing culture and the VMG and core values of the organization stayed the same until today.

This research has explored the extent integration of 3 important values of integrity, commitment, and social responsibility to 3 equally important human resource practices namely: hiring, training & development, and compensation & benefits.

## **Literature Review**

### **Theoretical and Conceptual Background**

#### **Integrity**

Ethical practices create an organization of integrity. If the organization is ethical, there is a smooth flow of operation and communication that could lead to employees sense of identification with the organization. The religious affiliation of the CEO helps the organization to be ethical especially in its practices. CEO becomes more responsible for his employees that shape the positive attitude of the organization. Very often, CEO's religious affiliation makes him a person of integrity that commands respect and love of all the members of the organization (Liu & Lou, 2019). The administrators, faculty, staff and students of these institutions ought to live with integrity. It is being fearless to speak what is true and right. A person with integrity follows the path of the Lord who is the source of his inner strength that inspires him to speak boldly when he sees things that are contrary to gospel values.

#### **Commitment**

Teachers perform well when they feel affirmed and appreciated their efforts are recognized. This positive feedback by the administration pushes the performance of faculty to the highest level. When self-worth of the teachers is given importance and they feel valued by the administration, commitment to their profession to impart knowledge to students to the best of their ability becomes a daily routine with joy, a positive outcome is surely expected (Zagenczyk, et al., 2020). Training has a strong impact on the attitude of the employees towards their performance and the decision to stay or not. It empowers employees to perform better because of the skills developed during the course of the training. This gives the employees positive attitude that results to a positive outcome on their performance.

#### **Corporate Social Responsibility**

Strong corporate social responsibility (CSR) produces commitment to the organization (Hofman & Newman, 2014). CSR practices towards employees create a positive impact to the organization. It motivates employees to actively participate in the activities of the organization. Thus, employee's commitment to the organization becomes a response to the favorable things happening in the organization.

Corporate social responsibility (CSR) is where the organization expresses special concerns on its stakeholders internal and external. This helps the organization promote goodwill that inspires stakeholders to be supportive of its goals and aspirations. The religious affiliation of the Chief Executive Officer (CEO) of the organization is a factor that one most likely to practice CSR (Liu & Lou, 2019). It pushes the organization to be mindful of its stakeholders by doing service to them as part of its regular program. This inspires employees to identify with the organization's character that could improve their attitude to support for the organization's effort to create a strong relationship towards one another and towards their work (De Roeck et al., 2013). Understanding employees' responses to corporate social responsibility: mediating roles of overall justice and organizational identification.

However, there is no significant effect of the strong presence of CSR in the organization to the employees' job performance (Chaudhary, 2018). And as far as employees response towards shareholders is concerned, there was no indication that employees had a positive response towards them (Edwards & Kudret, 2017).

#### **Human Resource Practices**

Alfante, (2015) used the Nadlers' model in his study, "Towards a Catholic Model HR Program: Integration of prophetic dialogue to HR activities of Catholic Schools in the Philippines." He zeroed in on the six (6) HR functions that were useful in his study. The researcher saw the opportunity to use the same model in this study with the same components, namely: hiring, training and development, compensation and benefits, employee relations, performance appraisal, and work-life balance. Health and safety is included as suggested by the respondents. For this study, only 3 human resource activities were included: hiring, training and development and compensation and benefits.

Hiring is a tedious process. It is necessary that the employees are chosen carefully from the pool of applicants who aspire to be a part of the organization. Nowadays, organizations have realized that it is costly to hire employees that are not made to undergo a quality selection process because this tends to result in underperformance.

The most important assets of the organization are intangible. Educated employees have a competitive advantage (Dockalikova & Kashi, 2013) in an organization that thrives on cooperation and sharing of information. Educational institutions need to choose from a pool of applicants so as to achieve smoothly their respective goals. Modern schools need teachers who can cope with the new trends in education (Jiarakorn, Suchiva, & Pasipol, 2015). Teachers have to be recruited with the current educational landscape in view. It is easier to recruit applicants if the organization has a branded employer (Russell & Brannan, 2016) that could entice them to join the organization.

Work environment enhances the performance of employees. Training facilitates interaction when there is a favorable environment for experiential learning that would improve employee performance, resulting in organizational commitment (Dobos, 2015; Dhar, 2015). Self-regulated learning improves the performance of the participants in training (Bellhauser et al., 2016). Employee performance plays a vital role in the organization's growth and success. Training, which is the key to improving employee performance in organizations (Mpofu & Hlatywayo, 2015), should start in school. The academe should provide the venue for students to learn practical things side by side with theories. Yet, very often, training comes only in the last phase of their studies due to the school's general lack of facilities for the needed skills at the early stage of their education (Adekiya & Ibrahim, 2016).

Compensation offered by an organization affects the quality of applicants, those hired, the performance of the employees, the motivation to stay and the quality of those who stay (Gupta & Shaw, 2014). By compensation is here meant the financial returns and cash rewards received by employees for the services rendered to the organization (Onwuka & Onwuchekwa, 2018). Monetary remuneration is the most attractive reward that has a significant effect on the employee motivation and performance as well as job satisfaction (Sudiardhita et al., 2018). It is relevant for the organization to offer benefits that are competitive in the market. Such benefits are considered as indirect compensation that plays a significant role in the attraction and retention of the organization's personnel (Onsardi, Asmawi & Abdullah, 2017). This has to be viewed as a strategy to attract and retain good performing employees who are loyal and committed to the organization.

### **Human Resource Policies**

Human resource (HR) policies are principles or objectives instituted by the management to preempt misunderstanding between the employer and employee about their rights and obligations to the organization (Lakshmi & Matsa, 2020). They support the organization's vision, mission and culture that should be properly communicated to the employees for better understanding to avoid infractions (Berman, 2016). HR Policies set guidelines for the employee behavior and proper conduct in the context of the organization to avoid untoward incidents that will lead to legal situations (Dattaraju, 2020). They are guide to formulate strategies in policymaking decisions especially to maximize employee's performance in the organization (Hazra, Sengupta & Ghosh, 2013). HR Policies are positively identified with organizational performance when employees participate in its decision-making process (Alkalha et al., 2012).

### **Research and Methodology**

This study utilized the descriptive-correlational research design as it was intended to test and describe the relationship of variables. There were 3 elements of SVD organizational culture included in this study namely integrity, commitment and corporate social responsibility which were correlated with 3 HR practices namely hiring, training & development, and compensation & benefits to determine the level of integration.

The researcher made use of a self-made questionnaire which was subjected to validity and reliability tests prior to distribution. There were 405 retrieved questionnaires which were processed to extract the data, which were then analyzed to get the results. All research processes were conducted in strict adherence to Philippine Republic Act 10173 of the Data Privacy Act of 2012.

## Findings

This part presents the results taken from 405 questionnaires retrieved from the qualified respondents.

### The extent of integration of integrity to hiring as perceived by respondents

**Table 1:** Extent of Integration of Integrity to Hiring as Perceived by Respondents

Hiring	Mean	SD	Verbal Interpretation
1. Job applicants are provided equal chances based on identified needs and required qualifications.	4.01	.944	Integrated
2. Jobs are offered to non-Catholic applicants if no Catholic applicants.	3.78	1.160	Integrated
3. Job applicants must possess good communication skills and willing to extend beyond the hours of duty.	3.96	.926	Integrated
4. Screening of applicants through interview, tests, background check, review of credentials required for submission are conducted to select qualified candidates.	4.07	.959	Integrated
5. New hires are given orientation on the institution's vision-mission, objectives, organization structure etc in the form of video presentation or in any other form.	4.12	1.014	Integrated
6. New hires are introduced to the organization's culture, people and other resources.	3.75	1.073	Integrated
<b>Overall</b>	3.94	.811	Integrated

Table 1 shows the perception of the respondents on the extent of integration of integrity to hiring. The SVD employees considered the values of integrity as integrated (Mean = 3.94, SD = .811) to the Hiring practices of HRD. Specifically, among the 6 hiring practices of SVD, employees perceive that “new hires are given orientation on the institution's vision-mission, objectives, organization structure etc in the form of video presentation or in any other form” (Mean = 4.12, SD = 1.014), and “screening of applicants through interview, tests, background check, review of credentials required for submission are conducted to select qualified candidates” (Mean = 4.07, SD = .959) are the hiring practices where integrity is integrated.

### The extent of integration of integrity to hiring as perceived by respondents.

**Table 2:** Extent of Integration of Integrity to Training and Development as Perceived by Respondents

Training and Development	Mean	SD	Verbal Interpretation
1. Employees are trained to alleviate performance deficiencies, to introduce new processes and to disseminate new policies.	3.71	1.036	Integrated
2. Training programs are designed to ensure that it relate to the problem or issue it is intended to address.	3.69	1.041	Integrated
3. Training is conducted to help employees learn how their work relates to the institution's customer service policy.	3.80	1.049	Integrated
4. Employees are provided training needed whenever new policies, techniques, methods are introduced in the institution.	3.80	1.048	Integrated
<b>Overall</b>	3.73	.966	Integrated

Table 2 shows the perception of the respondents on the extent of integration of integrity to training and development. Results revealed that among the 4 training and development of SVD, employees perceive that “training is conducted to help employees learn how their work relates to the institution's customer service policy.” (Mean = 3.80, SD = 1.049), and “employees are provided training needed whenever new policies, techniques, methods are introduced in the institution” (Mean = 3.80, SD = 1.048) are the training and development practices where integrity is integrated. The SVD employees considered the values of integrity as integrated (Mean = 3.73, SD = .966) to the training and development practices of SVD.

**The extent of integration of integrity to Compensation and Benefits as perceived by respondents.****Table 3:** Extent of Integration of Integrity to Compensation and Benefits as Perceived by Respondents

Compensation and Benefits	Mean	SD	Verbal Interpretation
1. Wages and benefit package are reviewed periodically to ensure conformance to government regulations, assure internal equity and external competitiveness.	3.55	1.104	Integrated
2. Classification of jobs and salary structure are reviewed periodically.	3.40	1.147	Integrated
3. Compensation is based on the principles of "equal pay for equal job" and "equal pay for equal worth".	3.43	1.087	Integrated
4. Adherence to government-mandated benefits is strictly observed.	4.14	.956	Integrated
5. Longevity pay and service awards are granted to faculty and employees with at least five years of service to the institution.	4.08	1.166	Integrated
6. Employees' willingness to work beyond one's call of duty without compensation.	3.88	1.092	Integrated
<b>Overall</b>	<b>3.75</b>	<b>.896</b>	<b>Integrated</b>

Table 3 shows that among the 6 items of compensation and benefits of SVD, employees perceive that "adherence to government-mandated benefits is strictly observed" (Mean = 4.14, SD = .956), and "longevity pay and service awards are granted to faculty and employees with at least five years of service to the institution." (Mean = 4.08, SD = 1.166) are the items of compensation and benefits where integrity is integrated. The SVD employees considered the values of integrity as integrated (Mean = 3.75, SD = .896) to the items of compensation and benefits of SVD.

**The extent of integration of Commitment to Hiring as perceived by respondents****Table 4:** Extent of Integration of Commitment to the Hiring as Perceived by Respondents

Hiring	Mean	SD	Verbal Interpretation
1. Job openings are made available only to qualified applicants.	3.83	.982	Integrated
2. Job applicants are provided equal chances based on identified needs and required qualifications.	4.01	.944	Integrated
3. Jobs are offered to non-Catholic applicants if no Catholic applicants.	3.78	1.160	Integrated
4. New hires are given copies of their job description, employee handbook, manual of policies and procedures etc to inform them of their duties, responsibilities and accountabilities.	3.58	1.157	Integrated
5. Employment of relatives up to the third degree of consanguinity and affinity are allowed but limited only to two and should not be working together in the same department or office.	3.56	1.177	Integrated
6. Children of retired or deceased employees and working scholars who are qualified and meet the requirements of the job are given priority for employment.	3.36	1.128	Moderately integrated
7. New hires are required to sign employment contracts specifying the terms and conditions of their employment.	4.32	.876	Highly integrated
<b>Overall</b>	<b>3.77</b>	<b>.838</b>	<b>Integrated</b>

Table 4 shows the perception of the respondents on the extent of integration of commitment to hiring. The table shows that among the 7 items of hiring of SVD, the employees considered the values of Commitment as integrated (Mean = 3.77, SD = .838) to the items of hiring of SVD. Among the 7 items, the results show that signing of employment contracts specifying the employment terms and conditions is highly integrated.

Table 5 shows the perception of the respondents on the extent of integration of commitment to training and development. The table shows that among the 12 items of training and development of SVD, the employees considered the values of Commitment as integrated (Mean = 3.85, SD = .922) to the items of training and development of SVD. Among the 12 items, the results show that the conduct of webinars and trainings is highly integrated.

**The extent of integration of Commitment to Training and Development as perceived by respondents.****Table 5:** Extent of Integration of Commitment to the Training and Development as Perceived by Respondents

<b>Training and Development</b>	<b>Mean</b>	<b>SD</b>	<b>Verbal Interpretation</b>
1. Employees are trained to alleviate performance deficiencies, to introduce new processes and to disseminate new policies.	3.71	1.036	Integrated
2. Training programs are conducted to promote employees' professional growth.	3.80	1.077	Integrated
3. Faculty and staff are offered research grant and scholarship not only in the institution but also outside the institution.	3.76	1.120	Integrated
4. Training programs are designed to ensure that it relate to the problem or issue it is intended to address.	3.69	1.041	Integrated
5. Educational assistance in the form of discount on tuition fees and other fees are made available to faculty and employees with three or more years of service who wish to pursue graduate studies in the institution.	4.10	1.083	Integrated
6. Give employees reasonable assistance and encouragement to develop his ability and initiative.	3.69	1.089	Integrated
7. To attain highest standard of individual competence and performance, employees are asked to attend seminars, meetings or conferences within the institution or outside the institution like conventions.	4.06	.982	Integrated
8. Training programs administered by competent organizations are adopted by the institution to increase employee productivity i.e. CEAP, Professional Organization.	4.00	.986	Integrated
10. Employees are provided training needed whenever new policies, techniques, methods are introduced in the institution.	3.80	1.048	Integrated
11. Echo seminar is needed by those who attended the seminar.	3.67	1.116	Integrated
12. Webinars and trainings were done virtually.	4.20	1.018	Highly integrated
<b>Overall</b>	<b>3.85</b>	<b>.922</b>	<b>Integrated</b>

**The extent of integration of commitment to compensation and benefits as perceived by respondents****Table 6:** Extent of Integration of Commitment to the Compensation and Benefits as Perceived by Respondents

<b>Compensation and Benefits</b>	<b>Mean</b>	<b>SD</b>	<b>Verbal Interpretation</b>
1. Wages and benefit package are reviewed periodically to ensure conformance to government regulations, assure internal equity and external competitiveness.	3.55	1.104	Integrated
2. Communicate and explain the institution's total compensation package (salary, benefits and rewards) to all employees.	3.56	1.121	Integrated
4. Compensation is based on the principles of "equal pay for equal job" and "equal pay for equal worth".	3.43	1.087	Integrated
5. Adherence to government-mandated benefits is strictly observed.	4.14	.956	Integrated
6. Educational benefits are provided to children of faculty and employees who served the institution for 5 years or more starting from probationary period.	4.34	.958	Highly integrated
7. Longevity pay and service awards are granted to faculty and employees with at least five years of service to the institution.	4.08	1.166	Integrated
8. Discounts are given during hospitalization of employees and immediate members of their family on room rate, professional fees, medicines and laboratories etc.	2.88	1.450	Moderately integrated
9. Employees are given non-financial assistance in the form of rice, uniform, birthday incentive etc.	3.49	1.323	Integrated
10. Mortuary aid is extended to employees in case of death and death of an immediate member of the family.	3.94	1.190	Integrated
11. Employees' willingness to work beyond one's call of duty without compensation.	3.88	1.092	Integrated
<b>Overall</b>	<b>3.75</b>	<b>.886</b>	<b>Integrated</b>

Table 6 shows the perception of the respondents on the extent of integration of commitment to compensation and benefits. The table shows that among the 11 items of compensation and benefits of SVD, the employees considered the values of Commitment as integrated (Mean = 3.85, SD = .922) to the items of compensation and benefits of SVD. Among the 11 items, the results show that the educational benefits are provided to children of faculty and employees who served the institution for 5 years or more starting from probationary period is highly integrated while discounts are given during hospitalization of employees and immediate members of their family on room rate, professional fees, medicines and laboratories etc. is moderately integrated.

#### The extent of integration of Social Responsibility to Hiring as perceived by respondents.

**Table 7:** Extent of Integration of Social Responsibility to the Hiring as Perceived by Respondents

Hiring	Mean	SD	Verbal Interpretation
1. Employment of relatives up to the third degree of consanguinity and affinity are allowed but limited only to two and should not be working together in the same department or office.	3.56	1.177	Integrated
2. Children of retired or deceased employees and working scholars who are qualified and meet the requirements of the job are given priority for employment.	3.36	1.128	Moderately integrated
3. New hires are required to sign employment contracts specifying the terms and conditions of their employment.	4.32	.876	Highly integrated
<b>Overall</b>	<b>3.74</b>	<b>.905</b>	<b>Integrated</b>

Table 7 shows the perception of the respondents on the extent of integration of social responsibility to hiring. The table shows that among the 3 items of hiring of SVD, the employees considered the values of CSR as integrated (Mean = 3.74, SD = .905) to the items of hiring of SVD. Among the 3 items, signing of employment contracts is highly integrated, employment of relatives up to the third degree of consanguinity and affinity are allowed but limited only to two and should not be working together in the same department or office is integrated, and children of retired or deceased employees and working scholars who are qualified and meet the requirements of the job are given priority for employment is moderately integrated.

#### The extent of integration of Social Responsibility to Training and Development as perceived by respondents.

**Table 8:** Extent of Integration of Social Responsibility to Training and Development as Perceived by Respondents

Training and Development	Mean	SD	Verbal Interpretation
1. Employees are trained to alleviate performance deficiencies, to introduce new processes and to disseminate new policies.	3.71	1.036	Integrated
2. Training programs are conducted to promote employees' professional growth.	3.80	1.077	Integrated
3. Faculty and staff are offered research grant and scholarship not only in the institution but also outside the institution.	3.76	1.120	Integrated
4. Educational assistance in the form of discount on tuition fees and other fees are made available to faculty and employees with three or more years of service who wish to pursue graduate studies in the institution.	4.10	1.083	Integrated
5. Give employees reasonable assistance and encouragement to develop his ability and initiative.	3.69	1.089	Integrated
6. To attain highest standard of individual competence and performance, employees are asked to attend seminars, meetings or conferences within the institution or outside the institution like conventions.	4.06	.982	Integrated
7. Training is conducted to help employees learn how their work relates to the institution's customer service policy.	3.80	1.049	Integrated
8. Employees are provided training needed whenever new policies, techniques, methods are introduced in the institution.	3.80	1.048	Integrated
9. Echo seminar is needed by those who attended the seminar.	3.67	1.116	Integrated
10. Webinars and trainings were done virtually.	4.20	1.018	Highly integrated
<b>Overall</b>	<b>3.85</b>	<b>.918</b>	<b>Integrated</b>

Table 8 shows the perception of the respondents on the extent of integration of social responsibility to training and development. The table shows that among the 10 items of training and development of SVD, the employees considered the values of CSR as integrated (Mean = 3.85, SD = .918) to the items of training and development of SVD. Among the 10 items, the results show that the conduct of webinars and trainings is highly integrated while the other 9 items are integrated.

#### The extent of integration of Social Responsibility to Compensation and Benefits as perceived by respondents.

**Table 9:** Extent of Integration of Social Responsibility to Compensation and Benefits as Perceived by Respondents

Compensation and Benefits	Mean	SD	Verbal Interpretation
a. Classification of jobs and salary structure are reviewed periodically.	3.40	1.147	Integrated
b. Educational benefits are provided to children of faculty and employees who served the institution for 5 years or more starting from probationary period.	4.34	.958	Highly integrated
c. Longevity pay and service awards are granted to faculty and employees with at least five years of service to the institution.	4.08	1.166	Integrated
d. Discounts are given during hospitalization of employees and immediate members of their family on room rate, professional fees, medicines and laboratories etc.	2.88	1.450	Moderately integrated
e. Employees are given non-financial assistance in the form of rice, uniform, birthday incentive etc.	3.49	1.323	Integrated
f. Mortuary aid is extended to employees in case of death and death of an immediate member of the family.	3.94	1.190	Integrated
g. Employees' willingness to work beyond one's call of duty without compensation	3.88	1.092	Integrated
<b>Overall</b>	3.74	.908	Integrated

Table 9 shows the perception of the respondents on the extent of integration of social responsibility to compensation and benefits. The table shows that among the 7 items of compensation and benefits of SVD, the employees considered the values of CSR as integrated (Mean = 3.74, SD = .908) to the items of compensation and benefits of SVD. Among the 7 items, the results show that there is high integration with regard to the provision of educational benefits to children of faculty and employees who served the institution for 5 years or more starting from probationary period is highly integrated, the is moderate integration with respect to the giving of discounts during hospitalization of employees and immediate members of their family on room rate, professional fees, medicines and laboratories etc. while the rest of the items are integrated.

## Conclusions

There were 3 SVD organizational culture included in this study namely: integrity, commitment, and corporate social responsibility. These 3 values were then correlated to 3 human resource activities namely: hiring, training & development, and compensation & benefits. Based from the findings of the study, the following points were concluded:

- i. *Integrity is integrated in the hiring practices, training & development, and in the compensation & benefits of SVD employees. While integrity in general is integrated on these 3 HR practices, it is worthy to note that there are specific activities in hiring, training & development, and compensation & benefits that must be looked into primarily because these activities are either slightly and moderately integrated or implemented. The integration or implementation must cover all specific activities and not on selected activities only.*
- ii. *Commitment is integrated in the hiring practices, training & development, and in the compensation & benefits of SVD employees. Commitment is synonymous to dedication or loyalty. It is one of the highly regarded values in the organizational culture. While the results revealed that commitment is integrated and implemented in the hiring practices, training & development, and in the compensation & benefits of SVD employees, the administrators must look beyond the generalized results. Each specific activity must be scrutinized in order to implement recalibration that will make all activities under each practice to be fully integrated and fully implemented.*
- iii. *Corporate Social Responsibility (CSR) is integrated in the hiring practices, training & development, and in the compensation & benefits of SVD employees. CSR activities targeting specifically the employees are a great avenue that enhances commitment and ownership. It gives employees the impression that they are well regarded as important assets of the organization. With this being said, the administrators must be able to genuinely and regularly assess the full integration and full implementation of CSR to hiring, training & development, and in the compensation & benefits.*
- iv. *While these values as part of the SVD organization culture are integrated to the 3 key human resource activities, the other more important question is the implementation. It is important that these values in relation to the HR activities are*



implemented as well. It should not only stop in the integration because it will only defeat the purpose of ensuring an organization that guarantees fairness, equity, and balanced work place.

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